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ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide covers 7 tasks common to the office and business cluster, 26 tasks for four selected entry occupations in the general office clerk subcluster, and 6 tasks for five selected entry occupations in the office machine operator subcluster. (SA)

Cluster Guide

Office and Business Occupations

ED 091 518

CE 001 286

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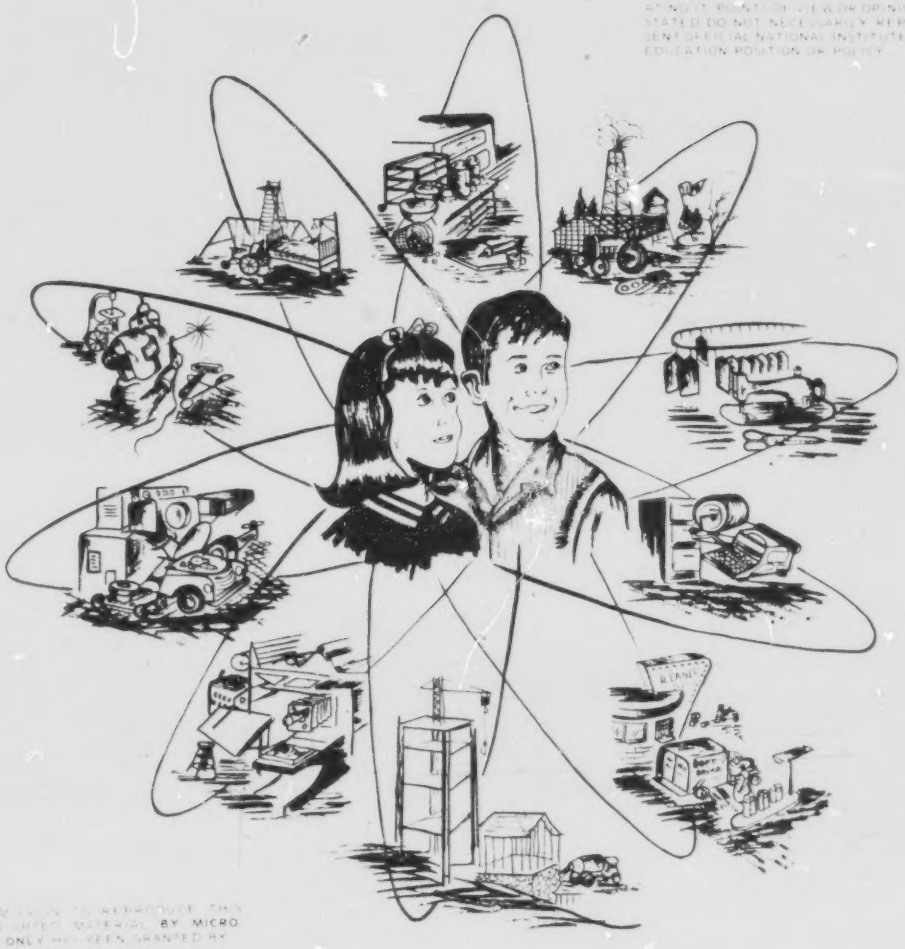

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An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

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OFFICE AND BUSINESS OCCUPATIONS

CLUSTER GUIDE

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PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

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The occupational task analysis/information for the Office and Business Occupations Cluster was obtained from the Ingham Intermediate School District. In early 1973, this intermediate school district completed a comprehensive task analysis project covering 50 different occupations in a three-county area. The key analysis occupations selected for this cluster were identical to those office occupations identified and analyzed by the project.

Acknowledgement is due the Ingham Intermediate School District and the Michigan Department of Education for arranging for the release of this data.

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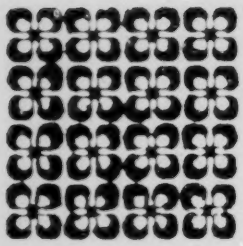


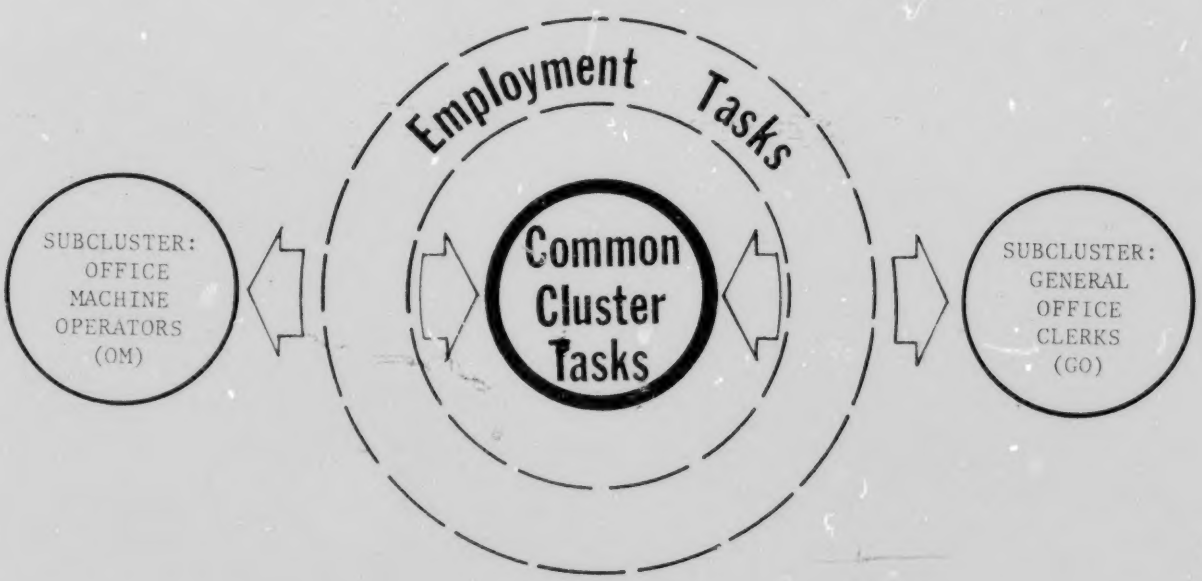
TASK ANALYSIS INFORMATION

OFFICE AND BUSINESS OCCUPATIONS CLUSTER

- Cluster Organization
- Clustered Occupations
- Dictionary of Occupational Titles
- Cluster Commonality Analysis
- Subcluster Commonality Analysis
  GENERAL OFFICE CLERKS
- Subcluster Commonality Analysis
  OFFICE MACHINE OPERATORS

CLUSTER ORGANIZATION

OFFICE AND BUSINESS OCCUPATIONS CLUSTER (OBO)



CLUSTERED OCCUPATIONS

C L U S T E R : OFFICE AND BUSINESS OCCUPATIONS

OE PROGRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
14.0303	General Office Clerks	*219.388	Clerk, General Office
14.0902		*203.588	Typist
14.0301		*209.388	Clerk-Typist
14.0302		206.388	File Clerk
14.0301	Office Machine Operators	*207.782	Duplicating-Machine Operator
		207.782	Offset-Duplicating-Machine Operator
		*213.582	Key Punch Operator
		216.448	Adding Machine Operator
		216.448	Calculating Machine Operator

*Key Analysis Occupation

DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Office and Business Occupations Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to their specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocational program offerings and specific curriculum or course content.

219.388 *CLERK, GENERAL OFFICE (General Office Clerk)* Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books, May purchase supplies.

209.388 *CLERK-TYPIST* Performs general clerical work requiring use of typewriter in majority of duties: Compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. Computes amounts using adding machine.

203.588 *TYPIST* Types letters, reports, stencils, forms, addresses, or other straight-copy material from rough draft or corrected copy. May verify totals on report forms, requisitions, or bills. May operate duplicating machines to reproduce copy. May be designated according to material typed as Address-Change Clerk (insurance); Record Clerk (hotel & rest.); Endorsement Clerk (insurance); Policy Writer (insurance); Statistical Typist; Ticketing Clerk (banking).

207.782 *DUPLICATING-MACHINE OPERATOR* Sets up and operates duplicating machine to print typewritten or handwritten matter directly from master copy: Places master copy on drum of machine and blank paper in feed tray. Adjusts machine for speed, size of paper, and flow of process liquid to moistening pad. Starts machine that pulls blank sheets across moistening pad and transfers image from master copy onto copy sheet. May type or draw diagram to prepare original copy. May be designated according to trade name of machine operated as Ditto-Machine Operator.

213.582 *KEY-PUNCH OPERATOR* Operates alphabetic and numeric key-punch machine, similar in operation to electric typewriter, to transcribe data from source material onto punchcards and produce prepunched data: Attaches skip bar to machine and previously punched program card around machine drum to control duplication and spacing of constant data. Loads machine with decks of punchcards. Moves switches and depresses keys to select automatic or manual duplication and spacing, select alphabetic or numeric punching, and transfer cards through machine stations. Depresses keys to transcribe new data in prescribed sequence from source material into perforations on card. Inserts previously punched card into card gage to verify registration of punches. Observes machine to detect faulty feeding, positioning, ejecting, duplicating, skipping, punching, or other mechanical malfunctions and notifies supervisor. Removes jammed cards, using prying knife. May tend machines that automatically sort, merge, or match punchcards into specified groups.

CLUSTER COMMONALITY ANALYSIS

OFFICE AND BUSINESS OCCUPATIONS CLUSTER

COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES	SUBCLUSTERS (OBO)	
	GENERAL OFFICE CLERKS	OFFICE MACHINE OPERATORS
CT01 Operate a ten-key adding machine	x	x
CT02 Operate a xerox (photographic) duplicating machine	x	x
CT03 Operate a full-key adding machine	o	x
CT04 Operate a spirit (ditto) duplicating machine	o	x
CT05 Operate a mimeograph duplicating machine	o	x
CT06 Operate a paper collator	x	o
CT07 Operate a printing calculator	o	o

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

GENERAL OFFICE CLERKS

INSTRUCTIONAL TASK MODULES		CLERK, GENERAL OFFICE	TYPIST	CLERK-TYPIST	FILE CLERK
G001	Type correspondence	x	x	x	
G002	Type and prepare tables/tabulations	x	x	x	
G003	Type and prepare forms	x	x	x	
G004	Type, check, and distribute customer's orders	x	x	x	
G005	Type and/or prepare purchasing documents	x	x	x	
G006	Type and prepare stencils and masters	x	x	x	
G007	Type manuscripts and reports	x	x	x	
G008	Proofread prepared materials	x	x	x	
G009	Compute sales and billings for accounts receivable	x	x	x	
G010	Clean and maintain a typewriter	x	x	x	
G011	Apply basic English skills	x	x	x	
G012	Use the dictionary	x	x	x	
G013	Use reference books and indexes	x	x	x	
G014	Handle incoming mail	x		x	
G015	Handle outgoing mail	x		x	
G016	Perform visitor receptionist duties	x		o	
G017	Use voice correctly	x		o	
G018	Handle incoming phone calls	x		o	
G019	Place local and long distance phone calls	x		o	
G020	Retrieve materials, information, or record data from files	x	x	x	x

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

General Office Clerk

INSTRUCTIONAL TASK MODULES		SELECTED ENTRY OCCUPATIONS			
		CLERK, GENERAL OFFICE	TYPIST	CLERK-TYPIST	FILT CLERK
G021	Update files	x	x	x	x
G022	Receive payments over the counter	x		o	
G023	Disburse petty cash funds	x		o	
G024	Prepare the payroll	x		x	
G025	Operate a belt-type dictating (transcribing) unit	x		x	
G026	Operate an addressing machine	x		x	

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

OFFICE MACHINE OPERATORS

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASK MODULES	DUPLICATING MACHINE OPERATOR	OFFSET DUPLICATING MACHINE OPERATOR	KEY PUNCH OPERATOR	ADDING MACHINE OPERATOR	CALCULATING MACHINE OPERATOR
OM01 Operate an offset duplicating machine	x	x			
OM02 Operate an electronic calculator	o			o	x
OM03 Operate a rotary calculator				o	x
OM04 Operate a key punch machine			x		
OM05 Operate a collator			x		
OM06 Operate a card sorter			x		

x - essential
o - desirable

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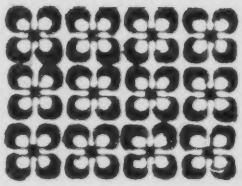


INSTRUCTIONAL TASK MODULES

OFFICE AND BUSINESS OCCUPATIONS CLUSTER

- COMMON CLUSTER TASKS
- SUBCLUSTER:
  GENERAL OFFICE CLERKS
- SUBCLUSTER:
  OFFICE MACHINE OPERATORS

COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES

CT01 Operate a ten-key adding machine

CT02 Operate a xerox (photographic) duplicating machine

CT03 Operate a full-key adding machine

CT04 Operate a spirit (ditto) duplicating machine

CT05 Operate a mimeograph duplicating machine

CT06 Operate a paper collator

CT07 Operate a printing calculator

COMMON CLUSTER TASKS

TASK: Operate a ten-key adding machine

Code: OBO- CT01

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the basic keyboard arrangement of a ten-key adding machine. 2. describe the procedures for operation of the basic controls of a ten-key adding machine. 3. demonstrate the appropriate techniques to be used in finger manipulation of a ten-key adding machine. 4. perform the following operation with a given ten-key adding machine: a. addition b. subtraction c. division (reciprocal) d. figure payroll e. multiplication. 5. change the tape of a given ten-key adding machine when necessary.	• Teacher demonstrates proper working procedures for operating a ten-key adding machine. • Students practice operating a ten-key adding machine to obtain answers to teacher-prepared math problems and recording answers. • Teacher and students discuss importance of accuracy in using the adding machine. • Teacher matches successful students who are interested in helping with students who have problems of accuracy.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	Ten-key adding machine	1	
NUMBERS B 2,5,6	"Office Machine Course"	14	3
	"Ten-Key Adding-Listing Machine and Printing Calculator"	14	4
	"Business Machine Exercises"	14	11
APPLICATION C 2,5,6	"How to Use Business Machines"	14	117
	"Business Machines"	8	7
	"EDL Controlled Reader Set 10-K"	10	118
PHYSICAL D 1a,b,c,d 2b 3c			

COMMON CLUSTER TASKS

Code: OBO - CT01 *TASK: Operate a ten-key adding machine

Basic Information for Cooperative Teaching

Language of the Task

Manual

Electric

Digit indicator

Tape

Roller knob

Operating handle (manual)

(T) Total

(S) Subtotal

(+) Plus or add

(-) Minus or subtraction

*(C) Correction or clear

*(R) Repeat or multiplication

*may vary

o
oo → zero spacing
ooo

Quantitative Concepts

Be able to count.

Be able to recognize all the numerals.

Accurately read digits right to left (Blind need to read braille or transcribe from tape.)

Accurately copy digits.

Appropriately respond to symbols: (raised for blind)
t, s, -, +, c, r, o, oo, ooo.

Suggestions:

- Students practice reading and copying digits from adding machine tapes, sales catalogues, newspaper sales ads, etc.
- Students role play customer reaction to incorrect total of purchases.

Note: Be careful that the student doesn't form poor work habits by actually adding columns of numbers before vocational classroom instruction.

Supportive Instructional Materials:

Tapes to read and copy.
Pictorial drawing or photograph with parts labeled.

COMMON CLUSTER TASKS

TASK: Operate a xerox (photographic) duplicating machine

Code: OBO - CT02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different models of photographic duplicating machines.
2. describe the procedures for operating a given photographic duplication machine.
3. identify the major operating controls of a given machine model.
4. perform the following procedures in operating a given photographic duplicating machine:
   a. prepares and checks the original prior to duplicating.
   b. feeds or loads the original into the machine.
   c. sets copy counter.
   d. operates machine using machine controls.
   e. removes original from return feed tray or glass surface.
   f. removes copies from tray.

Instructional Methods

- Students perform the job task by typing an original copy from rough draft and xeroxing additional copies (to be determined by teacher).
- Teacher matches successful students who are interested in helping those having difficulty.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 5 APPLICATION C 5,6,8 PHYSICAL D 1a,b,c,d 2b 3c	Operator's manual	1	
	Office Practice for Typists (rough draft material)	13	35
	"Practical Office Typewriting"	14	36

COMMON CLUSTER TASKS

Code: ΩBΩ - CTO2 TASK: Operate a xerox (photographic) duplicating machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Original copy On/off switch Print switch Multi-copy switch Exact copies Photocopy	Set quantity control at proper setting.	• Have students identify the basic working parts of a xerox machine. • Discuss use of xerox machine in the office. • Demonstrate how the machine works. • Have students run off materials that can be used in the classroom or will be used in a future lesson.

Supportive Instructional Materials:

Pictorial drawing or photograph for identification of major working parts

COMMON CLUSTER TASKS

TASK: Operate a full-key adding machine

Code: OBO - CT03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe different models of full-key adding machines. 2. identify the basic keyboard arrangement of a full-key adding machine. 3. describe the procedures for operation of the basic controls of a full-key adding machine. 4. demonstrate the appropriate procedures and techniques used in finger manipulation of the keyboard of a full-key adding machine. 5. perform the following operations with a given full-key adding machine: a. addition (large numbers) b. subtraction c. multiplication d. repeat entries e. correct entries f. non-add entries.

Instructional Methods

- Teacher provides brief demonstration on operating the full-key adding machine.
- Students perform the job task by operating a full-key adding machine to obtain answers to teacher-prepared math problems and recording answers.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	Full-key adding machine	1	
NUMBERS B 2,5,6	Contact a local office machine distributor for further information.	20	
APPLICATION C 2,5,8	"How to Use Business Machines"	14	117
PHYSICAL D 1a,b,c,d 2b 3c			

COMMON CLUSTER TASKS

Code: OBO - CT03 TASK: Operate a full-key adding machine

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Keyboard Addition problems Subtotal Total Subtraction problems Mixed problems Repeated amounts Decimals Multiplication problems Whole numbers Zeroes Division problems Finger manipulation Speed Accuracy	Student must have the concept of adding, subtracting, multiplying, and dividing. The student does not necessarily have to be able to actually add, subtract, multiply and divide without the aid of the machine.

Suggestions:

- The constant need to accurately copy on machine.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Operate a spirit (ditto) duplicating machine

Code: OBO- CT04

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different models of fluid duplicators. 2. identify and describe the operation of the major control components of a given fluid duplicator. 3. select the appropriate grade of paper for spirit reproduction process. 4. perform the following procedures in operating a given fluid duplicator with the end result of legible copies: a. checks and/or adds to the solvent supply. b. primes the wick. c. adjusts the machine roller pressure. d. adjusts the fluid flow. e. attaches the master. f. loads paper on feed tray and adjusts the guides. g. sets machine copy counter. h. checks the copies for clarity as they come off the machine and adjusts machine accordingly. i. operates machine electrically or manually. j. periodically checks the quality of the reproduction during run. k. resets machine copy counter. l. closes down and cleans area and machine following use.	• Students view films and filmstrip related to the task. • Students perform the job task by typing a master from rough draft and running copies (number to be determined by teacher). • Teacher or para-professional illustrates how to operate ditto machine to a small group of students. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,4,5,7,9	Spirit duplicator	1	
NUMBERS	"Mimeograph Techniques"	8	31
B 2,4b,c	"The Stencil"	10	43
APPLICATION C 5,8	"Duplication by Spirit Method"	8	12
	"Fundamentals of Mimeographing"	14	8
PHYSICAL D 1a,b,c,d 2b 3a,c			

COMMON CLUSTER TASKS

Code: OBO - CT04 TASK: Operate a spirit (ditto) duplicating machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	• Show students various machines around school.
Ditto machine	Set quantity control at proper setting.	• Give students practice assignments to work on.
Duplicating fluid	Ability to estimate the amount of fluid left in a gallon container by lifting the container.	
Pressure lever		
Feed tray		
On-off switch		
Counter		
Drum and clamp		
Feed lever single copy multiple copy		
Ditto pack carbon tissue master		

Supportive Instructional Materials:

Field trip to see various machines in operation, if possible
Gallon containers

COMMON CLUSTER TASKS

TASK: Operate a mimeograph duplicating machine

Code: OBO - CT05

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the major component parts of a given mimeograph duplicator. 2. perform the following operating procedures: a. checks and fills the ink supply. b. loads paper on the feed table. c. adjusts the receiving tray. d. sets the copy counter. e. attaches the stencil to the cylinder. f. operates machine electrically or manually. g. removes the stencil. h. cleans the machine and rollers. i. resets copy counter. j. closes down and cleans area and machine following use.

Instructional Methods

- Teacher provides oral instruction or explanation on operation of the mimeograph duplicating machine.
- Students perform the job task by typing a stencil from rough draft and running copies (number to be determined by teacher).
- Students view films and filmstrip related to the task.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,9	Mimeograph machine	1	
NUMBERS B 2, 4a,c	"Mimeograph Techniques"	8	31
APPLICATION C 5,6,8	"The Stencil"	10	43
	"Duplication by Spirit Method"	8	12
PHYSICAL D 1a,b,d 2b 3c,f	"Fundamentals of Mimeographing"	14	8

COMMON CLUSTER TASKS

Code: OBO- CT05 TASK: Operate a mimeograph duplicating machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Reproduce Ink supply Feed table Receiving tray Set Reset Copy counter Stylus Stencil Correction fluid Cylinder Perforated drum Rotate Electrically operated Manually operated	Set quantity control at proper setting. Estimate the amount of liquid in a gallon container by lifting.	

Supportive Instructional Materials:

Gallon containers

COMMON CLUSTER TASKS

TASK: Operate a paper collator

Code: OBO - CTO6

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different models of paper collators. 2. name and describe the operation of the operating features of a given paper collator. 3. demonstrate the operation performed by a paper collator. 4. perform the procedure for inserting and removing paper from the collator.	• Teacher provides basic individualized instruction on operation of the paper collator. • Students perform the job task by operating a paper collator to collate papers which may be a school handout, flier, etc. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3 NUMBERS B 1 APPLICATION C 5,8 PHYSICAL D 1a,b 2a	Paper collator	1	

COMMON CLUSTER TASKS

Code: OBO - CTO6 TASK: Operate a paper collator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Consider first of all the importance of including every page and in the right sequence. This would include the reaction of a client if the material were not organized properly.
Efficient Rapid Hand-gathering Inefficient Time consuming Hand operated Electrically operated	Importance of sequencing both numerically and alphabetically.	

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Operate a printing calculator

Code: OBO - CT07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe different models of printing calculators.
2. identify the basic keyboard arrangement of a given printing calculator.
3. describe the procedures for operation of the basic controls of a printing calculator.
4. perform the following operations with a given printing calculator:
   a. addition
   b. subtraction
   c. division
   d. multiplication
   e. combined operations.
5. employ the operation or combined operations to demonstrate the following applications:
   a. simple discount
   b. chain discount
   c. percentage
   d. invoicing
   e. payroll
   f. sales totals.
6. change the tape and ribbon on a printing calculator with accuracy to suit manufacturer's specifications.

Instructional Methods

- Students review appropriate workbook exercises.
- Students perform the job task by operating a printing calculator to obtain answers to teacher-prepared math problems and recording answers.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c 2a	Calculator	1	
	"How to Use Business Machines"	14	117

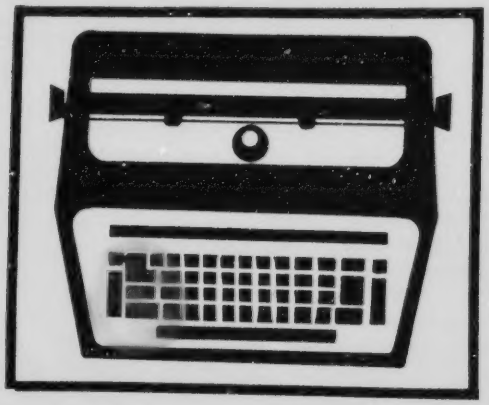
COMMON CLUSTER TASKS

Code: OBO - CT07 TASK: Operate a printing calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	• Emphasis is placed on checking for accuracy since accuracy is the only acceptable performance.
Printing Listing Ten-key Full-key Columns Addition Multiplication Division Subtraction Register Roll of tape Operate by touch Clear machine Depress key Handle	Motor bar Copy and record numbers accurately.	

Supportive Instructional Materials:

GENERAL OFFICE CLERKS



INSTRUCTIONAL TASK MODULES

G001 Type correspondence

G002 Type and prepare tables/tabulations

G003 Type and prepare forms

G004 Type, check, and distribute customer's orders

G005 Type and/or prepare purchasing documents

G006 Type and prepare stencils and masters

G007 Type manuscripts and reports

G008 Proofread prepared materials

G009 Compute sales and billings for accounts receivable

G010 Clean and maintain a typewriter

G011 Apply basic English skills

G012 Use the dictionary

G013 Use reference books and indexes

G014 Handle incoming mail

G015 Handle outgoing mail

G016 Perform visitor receptionist duties

G017 Use voice correctly

G018 Handle incoming phone calls

G019 Place local and long distance phone calls

G020 Retrieve materials, information, or record data from files

G021 Update files

G022 Receive payments over the counter

G023 Disburse petty cash funds

G024 Prepare the payroll

G025 Operate a belt-type dictating (transcribing) unit

G026 Operate an addressing machine

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type correspondence

Code: OBO - G001

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the appropriate envelope and stationary sizes for a given correspondence. 2. perform the following correspondence typing job skills: a. obtain a mailable copy and arrange materials attractively on the page. b. types a letter in the following formal style - full blocked. c. types and prepares a personal letter. d. uses chain feeding techniques in typing. e. prepares carbon copies of letters. f. types letter notations. g. types specific information onto a prepared form letter. h. types addresses on envelopes, cards, letterheads, etc. i. uses appropriate paragraphing and enumeration in a specific correspondence. j. types two-page or multiple page letters. k. proofreads copy for errors. 1) corrects typing errors by using eraser, liquid paper, or ko-rec-type.	• Para-professionals provide sustained involvement with students having difficulty with this task. • Students perform the job task by typing mailable copy (copy that is error free) in letter form from teacher-prepared material. • Students review illustrated text materials, charts, and workbook texts. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,8,9	Typewriter	1	
NUMBERS B 4a,5,6	Transparencies for letter style and envelopes	12	23
APPLICATION C 2,5,6,8	Office Practice for Typists (rough draft material)	13	35
PHYSICAL D 1a,b,c,d 2a	Practical Office Typewriting	13	36
	Gregg Typing Book, I & II	13,14	122
	Gregg Letter Style Charts	16	123
	"Basic Letter Typing"	5	75

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G001 TASK: Type correspondence

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	
Original copy	Enumeration	Match stationery to envelope size.	• Blind students transcribe from braille.
Final copy	Proof read	Count for vertical spacing.	• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
Mailable copy	Multiple	Count for back-spacing from vertical center of sheet to center titles, etc.	
Carbon copy	Signature line		
Carbon paper	Post script		
Letter style	Liquid paper		
Full block	Ko-rec-type (brand)		
Personal			
Business			
Letterhead			
Inside address			
Return address			
Date line			
Salutation			
Paragraphing			

Supportive Instructional Materials:

Samples of letter styles from Vocational Office and Business instructor

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type and prepare tables/tabulations

Code: OBO - GOO2

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different types or styles of tables.
2. identify typical applications of specific types of tables.
3. perform the following tabulation typing job skills obtaining a mailable copy:
   a. centers a column heading horizontally.
   b. centers a column vertically.
   c. types several problems centering them, vertically and horizontally.
   d. horizontally and vertically centers a table by determining the key line (the longest line in each column plus the spaces between the columns).
   e. sets and adjusts tab stops and margins for columns.
   f. spaces and or spreads titles.
   g. types and tabulates information in the columns correctly.
   h. proofreads and corrects errors before removing paper from the typewriter.

Instructional Methods

- Students perform the job task by typing tables, then horizontally and vertically from teacher-prepared materials (problems should progress from simple to complex).
- Teacher demonstrates backspace centering visually on the board or on the overhead projector. Students need to set-up the problem visually on paper.
- Teacher must go through each step in the procedure for one column and two or more column centering with each student.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Typewriter	1	
	Transparencies from ILP/CT Lesson 8-11	12	23
A 3,7,8,9			
NUMBERS	Office Practice for Typists (rough draft)	13	35
B 2,4a,5,6	Practical Office Typewriting	13	36
APPLICATION	"Typing Methods and Shortcuts"	5	69
	"A Secretary's Day at Lenox, Inc."	14	70
C 2,5,6,8	"Basic Forms Typing and Basic Tabulation Typing"	5	71
PHYSICAL	"Tabulation Typing"	14	124
D 1a,b,c,d 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G002 TASK: Type and prepare tables/tabulations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information.
Horizontally Vertically Tab key Tab set Tab clear Horizontal setting Vertical centering Columns Count lines and strokes	Divide by 2. Add 2 column figures Backspace Add and subtract to determine backspace centering.	

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type and prepare forms

Code: OBO - G003

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the purpose of or function served by specific office forms:
   a. account statement
   b. bill of sale
   c. billing forms
   d. invoice
   e. purchase order
   f. purchase requisition
   g. payroll sheet
   h. memo
   i. telephone message form.

2. perform the following job skills obtaining a mailable copy:
   a. types and prepares an interoffice memo in blocked form.
   b. updates and types a statement of account.
   c. types and checks a bill of sale.
   d. types a balance sheet.
   e. types legible carbon copies of forms if given teacher instruction.
   f. types in specific information on a form letter.
   g. types on a postal card form.
   h. aligns and spaces specific forms.

Instructional Methods

- Teacher provides an oral explanation of task, using illustrated, teacher-made transparencies.
- Students perform the job tasks by typing specified information as given by the teacher on the appropriate form (both oral and written directions).
- Teacher encourages small peer group cooperation and interaction.
- Students review illustrated texts and workbooks.
- Students review sound/slide programs.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Typewriter	1	
A 3,7,8,9	Transparencies ILT/CT INVOICE CT44, MEMO CT22, P.O. CT71, PHONE CT111.	12	23
NUMBERS			
B 2,5,6	Office Practice for Typists (rough draft material)	13	35
APPLICATION	Practical Office Typewriting	13	36
C 1,2,3,5	"Basic Forms Typing and Basic Tabulation Typing"	5	71
PHYSICAL	"Business Forms"	12	106
D 1a,b,c,d 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G003 TASK: Type and prepare forms

Basic Information for Cooperative Teaching

Language of the Task

Original copy
Final copy
Mailable copy
Carbon copy
Carbon paper
Letter style
Full block
Personal
Business
Letterhead
Inside address
Return address
Date line
Salutation
Paragraphing
Enumeration
Proof read
Multiple
Signature line
Post script
Liquid paper
Ko-rec-type (brand name)
Balance sheet
Form letter
Guide words
Variable line spacer
Aligning scale

Quantitative Concepts

Must know how to align material.

Check accuracy of columnized figures in forms with an adding machine.

Suggestions:

- Demonstration by school secretary.
- Contact Michigan School for the Blind for Braille and large print material.
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.

Supportive Instructional Materials:

Resource person - Secretary
Ten-key adding machine

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type, check, and distribute customer orders

Code: OBO - G004

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for handling customer orders: a. receives new order or order changes. b. checks for order accuracy, available commercial time, or total of orders. c. sorts orders. d. computes extensions/weights. e. records order information: 1) order number 2) item description 3) quantity sold 4) cost 5) shipping date. f. types order. g. proofreads and duplicates if necessary. h. distributes copies. i. files orders appropriately.	• Teacher encourages small peer group cooperation and interaction. • Cooperating teachers may wish to organize a student-run business in which this task may be taught by simulation. • Students perform the job task by handling customer orders according to teacher given instructions and materials. • Students review illustrated workbooks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,7,8,9 NUMBERS B 2 APPLICATION C 1,3,5,8 PHYSICAL D 1a,b,d 2a/b	Office Practice for Typists	13	35
	Practical Office Typewriting	13	36

SUBCLUSTER: GENERAL OFFICE CLERKS

Code. OBO - G004 TASK: Type, check, and distribute customer orders

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Extension Weights Order number Item description Quantity sold Cost Shipping date	Understand weights

Suggestions:

- Contact Michigan School for the Blind for braille and large print materials.
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Give students opportunity to read many different handwritings.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type and/or prepare purchasing documents

Code: OBO - G005

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for typing purchase documents: a. receives written and/or oral requests for orders. b. sorts requisitions by department. c. checks each for completeness. d. types information on purchase order form. e. proofreads and corrects form. f. obtains approving signature. g. records pertinent information. h. files copy. i. delivers/mails original.	• Teacher concentrates his effort with students having difficulty. • Students perform the job task by typing purchase orders from written and/or oral requests (teacher-prepared). • Students review illustrated workbooks. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,7,8	Typewriter	1	
NUMBERS B 2	Transparencies ILP/CT	12	23
	Actual forms	1	
APPLICATION C 3,4,5,8	Office Practice for Typists	13	35
	Practical Office Typewriting	13	36
PHYSICAL D 1a,b,d 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G005 TASK: Type and/or prepare purchasing documents

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Purchase requisition Merchandise Consecutively Buyer's memorandum Purchase order Original copy Stock clerk Shipping date Supplier Purchasing agent Quantities Wholesaler Buyer Purchase invoice Verify Extensions Merchandise received Record error Discount	Know the value of consecutive recording. Copy and record accurately in use of adding machines and/or calculators.	• Give students opportunity to read many different handwritings. • Assist students in improving judgment and decision-making skills.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Type and prepare stencils and masters

Code: OBO - G006

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of stencils and masters commonly prepared on a typewriter. 2. demonstrate the following procedures in typing and preparing specific types of stencils and masters: a. ruling lines on stencils. b. selecting appropriate typewriter. c. selecting appropriate type stencil indicator. d. use of backing sheets. e. positioning/aligning techniques. f. proofreading stencil before removing from typewriter to obtain a mailable copy. g. make corrections	• Students type and prepare stencils and masters for other instructors in the school. • Students perform the job task by typing masters and stencils from handwritten and/or typewritten copy. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Typewriter	1	
	Transparencies from ILP/CT Lesson 58-62	12	23
A 2,3,7,9			
NUMBERS	"Mimeograph Techniques"	8	31
	"The Stencil"	10	43
B 2, 4a,c	"Duplication by Spirit Method"	8	12
	"Fundamentals of Mimeographing"	14	8
APPLICATION	Office Practice for Typists (rough Draft material)	13	35
C 2,5,6,8			
	Practical Office Typewriting	13	36
PHYSICAL			
D 1a,b,c,d 2b			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: QBO - GOQ6 TASK: Type and prepare stencils and masters

Basic Information for Cooperative Teaching

Language of the Task

Stencil duplication
- Stencil
  - protective sheet
  - top edge paper guide
  - cushion sheet
  - correction fluid
- Ink
- Copy paper
- Stencil duplicator
  - cylinder
  - impression roller
  - clamp
  - on/off switch

Fluid duplication
- Master
  - master sheet
  - carbon sheet
  - tissue sheet
- Razor blade
- Fluid duplicator
  - copy paper
  - feed roller
  - revolving drum-clamp
  - on/off switch
  - fluid regulator
- Spirit master
- Offset master
- Offset press

Machines
- Duplicating
- Photocopy
- Mimeo

Quantitative Concepts

Number of copies per stencil

Number of copies per master

Suggestions:

- Keep record of student experience to be sure that not all the work is done by a few students.

Supportive Instructional Materials:

Pictorial drawings or photograph
Examples of masters and duplicate copies
Instructions with machines or with paper suppliers

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 2

TASK: Type manuscripts and reports

Code: OBO - G007

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify different types of office manuscripts and reports:
   a. articles
   b. short reports
   c. general releases
   d. data sheets
2. identify the accepted margin sizes for specific manuscripts/reports.
3. center and align manuscripts/reports horizontally and vertically.
4. identify and describe the appropriate format for article manuscripts, data sheets, general releases, and short reports.
5. position and type titles, subtitles, paragraph headings, and side headings on reports/manuscripts.
6. accurately enumerate, paragraph and include quotations in reports/manuscripts.
7. determine and type position of footnotes at bottom of a page.
8. arrange and type standard title pages, table of content, and bibliographies for manuscripts/reports.

Instructional Methods

- Teacher provides individualized demonstration of and discusses procedures for typing manuscripts and reports.
- Students perform the job task by typing reports/manuscripts (handwritten and/or typewritten) according to the procedures and styles presented in class.
- Students review appropriate illustrated workbooks, transparencies, and sound/slide programs.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
	Teacher-prepared transparencies	12	
A 3,6,7	Reference Manual for Stenographers and Typists	14	17
NUMBERS			
	Office Practice for Typists (rough draft material)	13	35
B 2,ra,5,6			
	Practical Office Typewriting	13	36
APPLICATION	"Typing the Manuscript"	12	107
	"Display Typing Principles and Pattern and Manuscript"	5	73
C 2,5,8			
PHYSICAL	"A Secretary's Day at Lenox, Inc."	14	70
D 1a,b,c,d 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: 0B0 - 0007 TASK: Type manuscripts and reports

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	• Identify footnotes on manuscripts and reports. • Notice other techniques like underlining, etc. • Give student opportunity to read many different handwritings. • Speak distinctly and slowly, use simple sentences and look directly at lip reading deaf students.
Types of headings side paragraph centered Composition Report Trim paper Manuscript Magazine article News release Footnotes	Copy and record accurately	

Supportive Instructional Materials:

Manuscripts and reports

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 2 of 2

TASK: Type manuscripts and reports

Code: OBO - G007

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 9. type manuscripts/reports for articles, general releases, short reports: a. if desired by instructor, type legible carbon copies for the above items. 10. identify the information commonly included in a data sheet and type one.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Proofread prepared materials

Code: OBO- G008

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. identify and describe the meaning of common proofreader's marks. 2. receive a rough draft with proofreader's marks and type a final copy. 3. proofread manuscripts, reports, and other prepared materials for: a. spelling b. capitalization c. typographical errors d. paragraphing e. accuracy of dates f. complete sentences g. correct punctuation h. verb/subject agreement i. agreement of addresses and other information on paper surfaces of the report, letter, etc. j. ommited words/phrases k. verify figures.

Instructional Methods

- Students review illustrated transparencies and workbooks.
- Teacher and students discuss importance of accurate proofreading.
- Students perform the job task by typing a final copy from rough draft material that contains proofreader's marks.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3	Transparencies ILP/CT, Lessons 21, 100-105	12	23
NUMBERS B 2	Rough draft material from ILP/CT Lessons 21, 100-105	13,14	23
	Office Practice for Typists	13	35
APPLICATION C 6,8	Practical Office Typewriting	13	36
	Gregg Typing Books, I & II	14	125
	"Scheaffer Teaching Aids"	14	72
PHYSICAL D 1a, 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G008 TASK: Proofread prepared materials

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts

Suggestions:

- Proofreading is extremely difficult for the deaf because of their poor language structure. Initially, it is very difficult to get them to proofread and do a good job of it. Having been able to "get away" with small mistakes in language and other areas before, they come into class with the same attitude — little mistakes don't count. It usually takes about one quarter to develop good proofreading abilities.
- Basic sentence structure and punctuation skills are important.
- Provide opportunities for dictionary work to check correct spelling.
- Demonstration of correct and incorrect procedures to highlight the importance of correctness.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Compute sales and billings for accounts receivable

Code: OBO - G009

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for computing sales and billings: a. sorts and stamps the sales data being received. b. locates customer file and checks for accuracy. c. corrects any errors (if additional information or approval is needed to correct error, notify supervisor). d. computes amounts received. e. verifies totals. f. types and proofreads bills/reports. g. records sales data. h. disseminates and files copies as appropriate.	• Students organize a field trip to local department store or credit union to see their accounts receivable operation and billing procedures. • Students perform the job task by simulating the procedures for handling accounts receivable using teacher prepared forms and bills. • Teacher matches successful students who are interested in helping those having difficulty. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,5,6,7,8 NUMBERS B 2,3,5,6 APPLICATION C 3,5,6,8 PHYSICAL D 1a,b 2a			

SUBCLUSTER: GENERAL OFFICE CLERSK

Code: QBQ - GQQ9 TASK: Compute sales and billings for accounts receivable

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Retail Wholesale Tagging price tag code Sales slip Tally sheet Summaries Merchandise sold Compute weekly Sales record	Compute amounts received* Make change. *Check with Office and Business vocational instructor to determine basic clerical arithmetic.	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to individual). • Stress the importance of a personality that relates well with the public and also a strength of character that the customer will respect.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Clean and maintain a typewriter

Code: OBO - G010

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. change carbon or fabric ribbons when necessary contained in cartridges or reels depending on typewriter model. 2. clean type faces with a brush and fluid solvent when necessary. 3. dust the machine daily with a soft brush or cloth. 4. cover the machine daily.	• Students perform the job task by cleaning type or changing ribbon when necessary. • Teacher concentrates his effort with students having difficulty. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7 NUMBERS APPLICATION C 5,8 PHYSICAL D 1a,b,c,d 2a	Typewriter	1	
	Brochure from typewriter company	14	

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - GO1O TASK: Clean and maintain a typewriter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Acquaint students with the materials used when maintaining a typewriter.
Ribbon Winding pattern Spools Sockets Paper bail rolls Alcohol Type bars Post Cylinder Carriage Cartridge Reel	Time schedule for cleaning of typewriter.	

Supportive Instructional Materials:

Gregg General Typing I, McGraw Hill Book Company

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Apply basic English skills

Code: OBO - G011

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. demonstrate the ability to apply the rules of basic English to business documents, covering the following: a. punctuation b. grammar c. capitalization d. numbers e. abbreviations. 2. use Reference Manual for Office Personnel to apply these skills correctly to all daily assignments when uncertain of basic English application.	• Students will complete "Basic English, Individualized Learning Project" assignment. • Teacher or para-professional discusses with each individual student the use of the Reference Manual. (This task is one which must be continually reinforced and worked on over an extended period of time.)

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,9 NUMBERS APPLICATION C 5,6,8 PHYSICAL	"Basic English, An Individualized Learning Project"	20	84
	Punctuation: A Programmed Approach	14	85
	Reference Manual for Office Personnel	14	86
	Clerical and Civil Service Training	13	110
	Effective English for Business Communication	13	108

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: QBD - GQII TASK: Apply basic English skills

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• See the office teacher to discuss the essential English skills to be reinforced for specific students.
Prefix Suffix Hyphenation Contraction Homonym Synonym Spelling rules Syllables		

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Use the dictionary

Sheet 1 of 1

Code: OBO - G012

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. locate words in the dictionary through the use of guide words. 2. locate words in the dictionary through the use of entry words. 3. use a dictionary to determine the correct pronunciation of a given word. 4. locate and select the appropriate meaning or definition of words in the dictionary. 5. use a dictionary to determine the correct spelling of a given word. 6. recognizes errors in rough draft copy and applies dictionary rules for proofreading corrections.	• Students perform the job task by identifying errors in rough draft copy and applying dictionary rules for proofreading corrections. • Students review films and illustrated workbook exercises describing how to use the dictionary. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 3,7	"Improve Your Spelling"	8	22
NUMBERS	"Look It Up!"	8	29
	Reference ILP/CT Lesson 91	14	23
	Vocational English Book I	14	27
APPLICATION	Large Print Dictionary	2	126
C 6	Braille Dictionary	2	126
	"Dictionaries"	10	102
PHYSICAL	The Dictionary Game	3	109
D 1a, 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G012 TASK: Use the dictionary

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Explain the convenience of the alphabet in dictionary work. • Drill to develop skill in using dictionary.
Guide words Entry words Hyphenation symbols Syllabication symbols Proofreading		

Supportive Instructional Materials:

Dictionary

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Use reference books and indexes

Code: OBO - C013

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. name and briefly describe the information contained in selected office reference books and indexes. 2. determine from a given situation the reference needed to obtain the specific information. 3. obtain specific given information from each of the following reference manuals: a. telephone directory (regular and classified). b. Reference Manual for Stenographers and Typists. c. U.S. Office Postal Guide. d. National ZIP Code Directory. e. Ballinger's Postal and Shipping Guide. f. Leonards Guide for Parcel Post, Express, Freight Rates and Routing. g. Hotel and Motel Red Book. h. Thesaurus. i. dictionary. j. 20,000 Words or Word Finder. k. city directory. 4. applies information in rough and final drafts.

Instructional Methods

- Each student should have a pocket dictionary, 20,000 words, and a copy of reference manual for stenographers and typists to be used throughout the course.
- Students perform the job task by looking up teacher-specified information and applying it to rough and final draft copy production.
- Students view filmstrip on use of the dictionary and other reference books.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 2 APPLICATION C 5,6,8 PHYSICAL D 1a, 2a	Reference ILP/CT, Lessons 92-94	14	23
	Dictionary and other reference books	10	111

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G013 TASK: Use reference books and indexes

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Reference book Index Classified section in telephone book Postal guide ZIP code ZIP code directory Shipping guide Routing Thesaurus City directory	To use postal directory, must be able to multiply postal rate by weight (5-column addition). Use flash cards for multiplication. Decimals - multiplying and adding with dollar/cents figures. Addition - 5-column.	

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERK

TASK: Handle incoming mail

Code: OBO - G014

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. arrange mailing aids for ease and speed in use: a. letter opener b. time and date stamps c. stapler and paper clips (for fastening enclosures, etc.) d. transparent tape (to repair cuts in mail). 2. presort mail according to addressee. 3. handle mail in order of urgency: a. telegrams, special-delivery, registered, certified b. airmail c. personal d. first-class e. ads, magazines, etc. 4. open mail quickly and efficiently: a. separate letters marked personal; open all other mail. b. job envelopes to be sure contents are at the bottom; open all letters with letter opener. c. check for enclosures; if any, attach behind letter. d. time and date stamp mail. e. underline and annotate letters. f. attach related materials to correspondence.	• Teacher will demonstrate operation of mail machine, attaching enclosures to mail, date and time stamping mail, opening mail with letter opener, jogging envelopes and filling out Mail Register. • Students will follow task skills 1, 2, and 3 for processing a stack of teacher-made incoming mail. • Students will complete "Handling Mail, Practical Application Exercise" for application of these skills. • Teacher arranges a field trip to large local mailroom and post office to observe procedures. • Students will spend 1 day in school office to handle incoming mail.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 1,2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,d 2a/b 3c,f,g	Mail room techniques ILP/CT Lesson 122 (includes transparencies)	12	23
	"Handling Incoming Mail, Practical Application Exercise"	20	49

SUBCLUSTER: GENERAL OFFICE CLERK

Code: OBO - G014 TASK: Handle incoming mail

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Incoming mail Annotating Underlining Referral slip Routing slip Enclosures Related materials Under separate cover Mail register Photocopies Forwarding mail		• To give students practice using letter opener, removing contents of letter, attaching enclosures, date-stamping and time-stamping, give each one at least five letters in sealed envelopes (with some enclosures attached). Use old typing letters and envelopes. • For vocabulary have students study the terms, complete all exercises on teacher-prepared study sheet, "Terms You Must Know" (Bib. Ref. 48), take quiz on terms. (Since some of these terms are difficult to grasp, and because the student must understand each term to succeed in this task, the quiz will enable the teacher to know whether or not each student understands the above terms. The quiz may be written or oral.) • Work-a-day with school or department secretary to handle all incoming mail.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Handle incoming mail

Code: OBO - G014

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: g. fill in Mail Register to keep accurate record of mail expected in another mailing. h. prepare referral and routing slips. i. stack mail in proper order and place on boss's desk.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Handle outgoing mail

Sheet 1 of 1

Code: OBO - G015

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. simulate basic procedures for handling outgoing company mail: a. receives outgoing mail. b. sorts by: 1) local first-class. 2) out-of-town first class. 3) airmail. 4) special mail. 5) foreign. c. weighs mail to determine postage on postal scale. d. sets and operates postage meter according to the class of mail and the date. e. bundles metered mail with ties according to classes. f. records department postage on postal fee form. g. places mail in appropriate bag for mailing.

Instructional Methods

- Teacher will demonstrate operating postage meter, bundling mail according to classes, recording department postal fee forms.
- Students will complete "Practical Application Exercise, Handling Outgoing Mail".
- Students will spend at least one day in office handling outgoing mail.
- Teacher arranges a field trip to local post office to see how mail is handled there.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 1,2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,d 2a/b 3c,f,g	"Practical Application Exercise, Handling Outgoing Mail"	20	50
	Mail Room Techniques ILP/CT Lesson 123-4		23

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G015 TASK: Handle outgoing mail

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
First class mail Second class mail Third class mail Fourth class mail Air mail Special class mail Chain feeding envelopes Parcel post scale Postage meter Postal Manual Zip Code Directory	Addition - adding numbers (pounds, ounces). Understanding of pounds, ounces, and weights. Multiplication - multiplying numbers of pounds by mail rates.	• For vocabulary, discuss each term with the class, have students study terms, give quiz on terms to be certain that each student understands the terms. • Review what a zip code is and teach class how to use the Zip Code Directory. Prepare worksheets for students with listings of real addresses, have students look up the correct Zip codes. • Require that students look up Zip codes from now on on all letters they type in class. • "Work-a-day" with the school or department secretary to process outgoing mail for that day.

Supportive Instructional Materials:

The U.S. Postal Service Division may provide appropriate speakers and instructional materials for approximately five one-hour sessions in mail handling. At the completion of the seminar, each student qualifyirg will receive a proficiency certificate. This service varies with individual post offices.

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Perform visitor receptionist duties

Code: OBO - G016

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. identify and simulate basic techniques for receiving visitors: a. receives visitor. b. obtains name and pertinent information. c. determines nature of visit. d. following assessment of visitor, one of the following takes place: 1) directs to waiting room. 2) notifies supervisor of visitor arrival. 3) obtains information and answers visitor's request.

Instructional Methods

- Students and teacher review and discuss several actual case problems, and a film on office courtesy.
- Students perform the job task by role-playing the positive and/or negative techniques for a receptionist when greeting a caller.
- Each student works in school office for a day as receptionist.
- Students rotate to act as class receptionist:
  1. make appointments for teacher with students, and
  2. greet class visitors, handle tours, etc.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,8,9 NUMBERS B 1,2 APPLICATION C 1,5,6,8 PHYSICAL D 1a,b,d 2a,b	Secretaries on the Spot (Case problems)	13	10
	Role-playing ILP/CT, Lessons 117-121 (transparencies)	12,14	23
	"Office Courtesy - Meeting the Public"	8	33

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - GO16 TASK: Perform visitor receptionist duties

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Receptionist Reception desk Multi-line phone Umbrella racks Magazine stands Waiting area Graciousness Grooming Industry Tact Loyalty	Sequence for handling a multi-line phone. Accurately relate time to appointments. Write street and telephone numbers correctly.	• Discuss the duties of a receptionist. • List on the board the difference between a good receptionist and a poor one. • Have students write a short script showing both the negative and positive reaction to a receptionist. • Role-play the script (also tape it so the students can listen to it afterward).

Supportive Instructional Materials:

Pictures
Resource people

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Use voice correctly

Sheet 1 of 1

Code: OBO - G017

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. use his voice on the telephone in such a way that it is: a. correctly modulated. b. properly controlled. c. understandable. d. not monotonous. 2. demonstrate his ability to communicate with another person by: a. drawing a slip of paper containing a direction. b. explaining into a tape recorder how to accomplish and fulfill the task listed in the direction so well that another student can "act out" his directions and successfully complete the given task.	• Teacher and students discuss the importance of voice in creating first impressions, the qualities of a good voice, and why correct pronunciation is important. • Students will read one-minute tongue twisters. Tape record and play these back for students so they can determine if they used the qualities of good voice. • Students will practice using emotion in their voices by preparing a one-minute presentation conveying some emotion (poem, self-made reading, etc.). Class members try to guess emotion from tones used in voice. Tape this so it can be played back. • Each student will draw a slip of paper from the teacher on which a direction is listed. He will then explain into a tape recorder how to successfully accomplish that task. After each presentation is recorded, another student will act out the directions, by following them exactly as directed.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4 NUMBERS APPLICATION C 6,8 PHYSICAL	"Oral Communication"	12	79

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - GO17 TASK: Use voice correctly

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Impress upon the student that his facial and voice expressions aid in eye to eye conversation, but on the telephone the voice stands alone so the speaking voice must reflect these physical expressions.
Good voices — Control First impression — Honest Modulation — Fair Telephone voice Interpret Mature Potential Limitations Gracious Friendly Calm Cool Collected Mood		

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Handle incoming phone calls

Code: OBO - G018

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : I. identify and simulate basic techniques for handling incoming calls: a. obtains caller's name. b. determines nature of call. c. determines whether or not you can answer question(s). d. if not, refer call to appropriate person. e. if possible to answer question, obtain needed information. f. relay information over phone. g. records call, message, order or appointment. h. deliver appropriate phone message to individual.	• Students view several films on correct techniques for handling incoming phone calls. • Students perform the job task by using the Teletrainer and role playing as directed by case problems. • Telephone Company representative will come to the class and put on programs related to BUSINESS TELEPHONE-GOOD USAGE, and THE VOICE OF YOUR OFFICE. • Students answer all calls in school office for one day.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	"Voice With a Smile"	14	91
A 3,7,8	"Voice of Your Business"	10	92
NUMBERS	"Courtesy Counts"	14	93
	Teletrainer	2	42
B 2	ILP/CT Lessons 109-116 including transparencies	12,14	23
APPLICATION	"Sound Business"	8	38
C 1a,3,5,6,8	"Telephone Courtesy"	8	41
	"A Manner of Speaking"	8	1
PHYSICAL	"Correct Telephone Usage"	8	9
D 1a,2a	"How to Lose Your Best Customer Without Really Trying"	8	64

SUBCLUSTER: GENERAL OFFICE CLERK

Code: OBO - GO18 TASK: Handle incoming phone calls

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Memo of call Transferring calls Answering service Hold buttons Telephone personality voice speech vocabulary courtesy	Sequence for handling calls on a multi-line phone. Accurately relate time to appointments. Write street and telephone numbers correctly.	• Discuss telephone personality. • Role play using teletrainer. • Have students write their own scripts, then role play, tape their efforts. Play the tapes back so students can hear their efforts. • Visit school offices and observe secretaries in action. • Stress importance of good patient/aide communication skills with customers.

Supportive Instructional Materials:

Teletrainer
Secretaries in action (field trip)

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Place local and long distance phone calls

Code: OBO - G019

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for handling local and long distance calls: a. receives request to call. b. places call either direct dialing or through operator. c. contacts party being called. d. transfers call to caller. e. requests and obtains information: 1) records information. 2) delivers requested information.	• Students review illustrated transparencies and view films. • Students organize a field trip to Michigan Bell Telephone or contact a service representative from Bell Telephone to speak about telephone manners in an office. • Some large offices with switchboards will make arrangements for a student to "listen in" on calls made by their professionals. This allows students to hear how real calls are handled.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8 NUMBERS B 2 APPLICATION C 4,5,6,8 PHYSICAL D 1a,b 2a	Teletrainer from Michigan Bell	2	42
	ILP/CT Lessons 109-116 including transparencies	14,12	23
	"Sound Business"	8	38
	"Telephone Courtesy"	8	41
	"A Manner of Speaking"	8	1
	"Correct Telephone Usage"	8	9

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: 080- G019 TASK: Place local and long distance phone calls

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Telephone directory Yellow pages Area code Station-to-station call Person-to-person call Direct-distance dialing Time factors Personal directory Operator	Sequence for placing long distance calls.	• Group students in pairs and have them practice making long distance calls on the teletrainer. • Stress importance of good patient/aide communication skills with customers.

Supportive Instructional Materials:

Teletrainer

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Retrieve materials, information, or record data from files

Code: OBO - CO20

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic alphabetic and subject filing systems: a. identifies and indexes names according to the alphabetic filing system. b. determines the transposition and indexing of personal and/or business names. c. identifies and indexes businesses according to the subject filing system. d. practices alphabetic and subject filing on teacher-given materials. 2. identify and simulate basic procedures/techniques for locating information to be given orally or from file records: a. receives written or oral request for file data. b. sorts requests if necessary. c. pulls folders or information from files. d. records data or duplicates needed information. e. prepares dispatch tickets when needed. f. mails or delivers requested information. g. refiles folders.	• Teacher organizes a field trip to local newspaper's filing office. • Students perform the job task by performing filing tasks from a quick filing practice kit (suggested kit: Gregg Quick Filing Practice). • Students view films and sound/slide programs. • Students perform the job task by following the procedure for locating information to be determined by teacher. • Students are assigned actual filing jobs in school offices or for service organizations.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9 NUMBERS B 2,4a,b,d,5,6 APPLICATION C 1,2,3,5,6,8 PHYSICAL D 1a,b,c,d 2b, 3c,f,g	Telephone Directory (white pages-alphabetic, yellow pages-subject and alphabetic)	13	
	"Gregg Quick Filing Practice"	14	28
	"What to do About Filing"	14	46
	"Filed But Not Forgotten"	14	14
	"Files and Filing"	8	15
	"Filing Procedures In Business"	8	16
	"Alphabetic Correspondence"	5	97
	"Types of Equipment"	5	97
	"Alphabetizing Rules"	5	97
	"Other Filing Systems"	5	97

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: 080- 6020 TASK: Retrieve materials, information, or record data from files

Basic Information for Cooperative Teaching

Language of the Task

Alphabetizing
Chronological
Filing
Vertical
Personal name
Transpose
Surname
Sequence
Given name
Full name
Maiden name
Business name
Title
Cross-referencing
Subject filing
File cabinet
File folder
Precede
Manually

Quantitative Concepts

File personal names in proper alphabetical order.

File business names in proper alphabetical order.

File chronologically.

Suggestions:

- Give students a number of names and ask them to find the address and phone number in the telephone directory.
- Give a list of services and ask them to look in the yellow pages to find a company which could give the service.
- Give a number of 5"x8" cards with names,addresses, occupations to each student then ask them to file the cards alphabetically by name, then by occupation.
- Give students a list of abbrevations commonly used in filing, i.e. Geo. = George, Co. = Company, Inc.= Incorporated, Ft. = Fort, etc.). These will help students when filing.

Supportive Instructional Materials:

Telephone directory

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Update files

Code: OBO - G021

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/ techniques for updating files: a. checks auditing list of other sources for needed changes. b. pulls records from file. c. records new, updated information. d. refiles records. e. removes inactive folders. f. types new labels if needed. g. types list of address changes. h. files new/updated files.	• Filing supervisor from a local company speaks to students (i.e. from insurance co.). • Students perform the job task by updating teacher-prepared filing unit. • Students perform the job task by typing a teacher-prepared list of names (list will include deleting and adding names) applying the rules of alphabetic filing.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,8,9	"Charge and Transfer Methods"	5	97
NUMBERS B 1,2	"Data Processing and Microfilming"	5	97
APPLICATION C 1,2,3,5,6, 8			
PHYSICAL D 1a,b,c,d 2a/b 3c,f,g			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - GO21 TASK: Update files

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Follow-up file Chronological order Card tickler files Dated follow-up folders Pull records Inactive folders Remove Replace Renew	Time relationship to updating files	• Pull files from teacher's file cabinet, have student refile the records in the proper order.

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Receive payments over the counter

Code: OBO - GO22

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for receiving payments: a. greets customer. b. receives payment/payment records. c. pulls customer's records. d. checks due date and bill amounts. e. computes bill amount, interest, change f. operates cash register or charge validator (if check is received, records additional information as requested by the company or supervisor). g. records/stamps payment information. h. delivers merchandise, change and receipt to customer. i. files charge receipts. j. places money and/or check in safe or drawer.	• Teacher organizes a field trip to credit department of large retail organization or credit union or loan office. • Students perform the job task by role-playing customer/clerk payment situations. • Teacher demonstrates filling out of forms (obtained from local firms) for receipt of payments. • Students observe receiving payments over the counter in local store.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,8,9 NUMBERS B 2,3,5,6 APPLICATION C 1a,3,5,6,8 PHYSICAL D 1a,b,d 2a/b			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - GO22 TASK: Receive payment over the counter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Payment record Customer ledger Checks Cash register cash register drawer amount keys department keys motor bar type of trans. key Receipts Courtesy	Money value. Correct change. Record payment. Sales slip: _____items @ _____each equals ?? Figure interest.	• Students role play clerk and customer using cash register. • Use sales slips and receipts for Math for Employment. • Stress importance of good patient/aide communication skills with customers.

Supportive Instructional Materials:

Mathematics for Employment
Mafex Associates, Inc.
Simulated or real money for making change

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Disburse petty cash funds

Code: OBO - G023

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate basic procedures/techniques for disbursement of petty cash funds: a. receives request for funds. b. assembles cash box and necessary forms. c. records disbursement on forms. d. prepares request slip for petty cash. e. writes checks. f. obtains approval needed. g. delivers cash/check to person requesting it. h. files copy of petty cash forms. i. tallies petty cash fund at end of day. j. requests reimbursement of petty cash funds.	• Teacher and students discuss problems from the case book. • Students perform the job task by disbursing funds from a simulated petty cash fund for various situations which are assumed office situations. • Teacher encourages small peer group cooperation and interaction. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,7,8	Secretaries on the Spot	13	10
NUMBERS B 2,3,5	General Office Practice	13	5
APPLICATION C 1a,b,5,8			
PHYSICAL D 1a,b 2a			

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G023 TASK: Disburse petty cash funds

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Petty cash Petty cash box Voucher slips Authorized signatures	Work with making change. Practice counting cash. Work on having box balance at end of several transactions. Addition drills	• Using the cash register, have students role play customer/clerk situations. • Old cartons, cans, and bottles can make the situation more realistic. • Sale slips from Mathematics for Employment can also be very helpful. • Have students tally up their receipts after several situations. • Simulate sales with soft drinks - balance at end of day.

Supportive Instructional Materials:

Sales slips
Cartons and bottles

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Preparing the payroll

Code: OBO - G024

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and simulate procedures and techniques for figuring payroll: a. determine earnings of general manager and office employ. b. compute earnings of salesmen. c. compute earnings of hourly production workers. d. compute earnings of piece-rate employees. e. list earnings of employees in payroll register. f. compute and enter FICA tax. g. compute and enter Income Tax withheld. h. compute other deductions: 1) group insurance 2) hospital insurance 3) union dues. i. compute total deductions and net pay. j. total and balance the payroll register. k. pay the payroll: 1) complete currency analysis sheet. 2) complete payroll change requisition. 3) prepare a voucher check. 4) prepare a pay envelope. 5) prepare a paycheck. 2. post to the employee's earning record.	• Students perform the job task by preparing payrolls for situations simulated by the teacher. • Teacher concentrates his effort with students having difficulty. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,9 NUMBERS B 2,3,5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,c,d 2a 3c,f,g	Clerical Payroll Procedures	13	127

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBQ - G024 TASK: Preparing the payroll

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Students figure hour per week, overtime pay and the difference between net and gross pay.
Time card Production record Regular rate Overtime rate Regular hours Commission Bonus Paycheck Payroll register Personnel record Employee's earning record Federal income tax FICA tax Hospital insurance Currency analysis sheet	Work with students on determining number of hours worked per day - per week Work with students on calculating net pay - gross pay, deductions. Work with various units of time (seconds, minutes, hours, days, weeks, etc.)	

Supportive Instructional Materials:

Mathematics for Citizenship
Matex Associates, Inc.

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Operate a belt type dictating/transcribing unit

Code: OBO - GO25

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different models or types of belt type transcribing/dictating equipment.
2. identify the basic component parts of the dictating/transcribing machine.
3. describe the procedures for setting up and operating a given dictating/transcribing unit.
4. perform the following procedures/operations in operating a dictating/transcribing unit:
   a. inserts the belt and index slip.
   b. adjusts the volume control.
   c. adjusts the speed control lever.
   d. adjusts the tone control.
   e. adjusts and operates the foot control.
   f. adjusts and operates the scanner.
   g. types material from dictating equipment.
   h. erases the belts.
5. cleans and dusts the dictating/transcribing units when necessary.

Instructional Methods

- Students view film on transcription techniques.
- Students perform the job task by typing a rough draft copy of material from a teacher-prepared belt and typing a final copy.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d,e 2a	Dictating/transcribing unit	1	
	Kits and manual	14	40 21
	"Machine Transcription Machine Techniques"	8	30

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: 080 - 6025 TASK: Operate a belt type dictating/transcribing unit

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Students identify the basic working parts of a dictating unit. • Explain its use in an office. • Develop a crossword puzzle for terms the students must know.
Earpiece or headset Belt or tape Indicator slip Speed control Volume control Tone control Root control Transcribing machine	Interpret numbers or graduation markings on controls of machine.	

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

Sheet 1 of 1

TASK: Operate an addressing machine

Code: OBO - G026

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. name and describe the function of operating components of a given addressing machine. 2. describe the procedures for setting up and operating a given addressing machine. 3. perform the following procedures in operating a given addressing machine. a. mount pre-addressed labels on machine spindle. b. (or) adjust controls for specified numbers and letters to be imprinted. c. start the machine and observe the operation of themachine. d. return the machine to its non-use position. e. remove processed materials from the machine. f. check and stack processed materials.	o Students perform the job task by operating addressing machine by processing material which has been designated by the teacher. o Para-professionals provide sustained involvement with students having difficulty with this task. o Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d 2a	Addressing machine Operator's manual	1 13	

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO - G026 TASK: Operate an addressing machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Prepare plates metal plastic Abbreviation state street road Metal frame Data recorder Pull plate Stamping envelopes	Copy and record numbers and information accurately.	

Supportive Instructional Materials:

OFFICE MACHINE OPERATORS

INSTRUCTIONAL TASK MODULES

OM01 Operate an offset duplicating machine

OM02 Operate an electronic calculator

OM03 Operate a rotary calculator

OM04 Operate a key punch machine

OM05 Operate a collator

OM06 Operate a card sorter

SUBCLUSTER: OFFICE MACHINE OPERATORS

Sheet 1 of 1

TASK: Operate an offset duplicating machine

Code: OBO - OMOI

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different models of offset duplicating machines. 2. identify and describe the operation of the major components of a given offset duplicator. 3. select the appropriate grade of paper for the offset process. 4. perform the following procedures in operating a given offset duplicator for a legible copy: a. places ink in the fountain. b. distributes ink to the rollers. c. fills the water fountain. d. distributes the water to the rollers. e. balances the ink and water solutions. f. places the master on the cylinder. g. moistens the master with etching solution. h. loads paper into the feed tray. i. operates duplicator, engaging solution rollers and feeding a few sheets into the machine. j. adjusts the machine to improve copy quality. k. duplicates desired number of copies. l. disengages rollers and feed mechanism following run. m. prepares mat for storage. n. removes mat from cylinder. o. closes down and cleans area and machine following use.	• Teacher or para-professional provides small group demonstration on operation of offset duplicating machine. • Students perform the job task by typing a master from rough draft and running copies (to be determined by teacher). • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,9	Offset machine	1	
NUMBERS B 2,4a,b,c, 5,6	Contact A.B. Dick or Gestetner for further information and/or demonstration	20	18
APPLICATION C 2,5,8			
PHYSICAL D 1a,b,c,d 2b 3c			

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM01 TASK: Operate an offset duplicating machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• The comprehension of the meaning of numbers is not so important as being able to stop or start a given process at a definite point or number.
Duplicator Close down Offset Photography Ink Etching solution Rollers Master Moisten Feed tray Copy Disengage Feed mechanism Run Mat Plate	Read number, then set an indicator accurately. Read total on an indicator and copy accurately in a designated space Be able to accurately measure liquid using a graduated or designated container.	

Supportive Instructional Materials:

Graduated flask or cup
Water
Mechanical counter

SUBCLUSTER: OFFICE MACHINE OPERATORS

Sheet 1 of 1

TASK: Operate an electronic calculator

Code: OBO - OM02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the basic keyboard arrangement of a given electronic calculator. 2. describe the function or operation of the basic controls. 3. recognize the capabilities necessary to complete teacher-given job applications. 4. perform the following basic operations on an electronic calculator: a. addition b. subtraction c. multiplication d. division e. accumulative multiplication f. negative multiplication g. chain multiplication h. invoicing i. percentages j. simple discount k. chain discount.	• Teacher directs a small group demonstration and discussion outlining operation of the electronic calculator. • Students perform the job task by operating an electronic calculator to obtain answers to teacher-prepared math problems and recording answers. • Teacher concentrates his effort with students having difficulty. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c 2a	Electronic calculator	1,14	
	Office Machines Course, 4th ed.	13	119

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBQ - OMQ2 TASK: Operate an electronic calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Student must accurately react to numbers and coded symbols (add and subtract, etc.).
Electronic Automatized Computer Repetitive Input Output Key depress Add + Subtract - Multiply x Percent % Discount Non-listing *Check with Office & Business instructor to determine the procedures and codes used on machine.	Understanding of the basic need to add, substract, multiply, divide. Student does not necessarily have to be able to compute without machine. Student must be able to make an accurate copy or duplicate the correct number on a machine.	

Supportive Instructional Materials:

Operator's manual

SUBCLUSTER: OFFICE MACHINE OPERATORS

Sheet 1 of 1

TASK: Operate a rotary calculator

Code: OBO - OM03

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the basic keyboard arrangement of a given rotary calculator. 2. recognize the capabilities necessary to complete teacher-given job applications. 3. describe the procedures for operation of the basic controls of a rotary calculator. 4. perform the following basic operations on a rotary calculator: a. addition b. subtraction c. multiplication d. division e. locate decimal position for a given operation f. accumulative multiplication g. negative multiplication h. simple discount i. chain discount j. percentages.	• Teacher organizes a field trip to local businesses which use a variety of the types of machines being studied. • Students perform the job task by operating a rotary calculator to obtain answers to teacher-prepared math problems and recording answers. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7	Rotary calculator	1	
NUMBERS B 2	"Accounting and Calculating Machines	8	2
APPLICATION C 2,5,8	"Modern Business Machines"	8	32
PHYSICAL D 1a,b,c 2a	"How to Use Business Machines"	14	117

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM03 TASK: Operate a rotary calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Special attention must be given to the need for accuracy.
Key Depress Mechanical Add + Subtract - Multiply x Listing Non-listing *Check with Office and Business Instructor to determine the procedures and codes that the student needs to know for the machines being used.	Respond properly to the codes for the mathematical procedures. Copy and record accurately the numbers being used in the computations.	

Supportive Instructional Materials:

SUBCLUSTER: OFFICE MACHINE OPERATORS

TASK: Operate a key punch machine

Sheet 1 of 1

Code: OBO - OM04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different models of key punch machines.
2. name and describe the operation of each of the operating features of a given key punch machine.
3. identify the basic keyboard arrangement of key punch machine.
4. describe the layout of the key punch card design.
5. identify the specific codes of a program card and functions performed by each.
6. perform the following procedures in operating a key punch machine:
   a. load blank cards in stacker.
   b. insert program card.
   c. set machine switches for operation.
   d. set machine switches for automatic operations.
   e. keypunch data from source document to punched cards.
   f. clear punch and read station.
   g. remove cards from stacker.
   h. remove blank cards from hopper.
   i. remove card and turn machine off.
   j. clean up work area.

Instructional Methods

- Students perform the job task by operating a key punch machine by performing teacher-prepared jobs.
- Students review instructional media (workbooks and films) on key punch operation.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 3,7,9	Key punch machine	1	
NUMBERS	ILP/DP (jobs for key punch)	14	24
B 2	"Introduction to IBM Punch-Card Data Processing"	14	25
APPLICATION			
C 2,5	"Introductory Data Processing Teaching Guide"	14	26
PHYSICAL			
D 1a,b,c,d 2a 3c,g	PDL-IBM Card Punch Operator Training (captioned film for Deaf)	8	120
	Business Data Processing	14	121

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM04 TASK: Operate a key punch machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Release key Numbers Symbols Numeric shift Card hopper Program drum Multiple punch key Lock up Back space key Release locking Cross off Pull out Column Field Three middle fingers First finger Home key Control lever	Understand the meaning of 200 cards per hour at 3% accuracy. Stress accuracy in copying, recording, or otherwise duplicating numbers or procedures. Understand the meaning of 100% accurate!	

Supportive Instructional Materials:

Captioned films (see front side of task sheet)

SUBCLUSTER: OFFICE MACHINE OPERATORS

TASK: Operate a collator

Code: OBO - OM05

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify different models of collating machines. 2. name and describe the operation of each of the component features of a given collator. 3. describe the operations performed by a collator: a. sequence checking b. selecting c. merging d. matching. 4. describe the procedures for setting up and operating the given machine to perform specific operations. 5. perform the following procedures in operating the collator: a. arrange the cards for processing. b. turn on the main line switch. c. insert the proper control panel in the receptacle. d. run a complete job according to the requirements of a given operation. e. joggle the cards and place them in the appropriate hopper. f. operate the machine. g. in instances of an error stop the machines:	• Students review illustrated workbook information on operation of the collator. • Para-professionals provide sustained involvement with students having difficulty with this task. • Students perform the job tasks by operating a collator performing various teacher-prepared jobs. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,6,7 NUMBERS B 2 APPLICATION C PHYSICAL D 1a,b,c,d 2a	Collator	1	
	ILP/DP gives jobs for collator	14	24

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM05 TASK: Operate a collator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Sequence checking Comparing Primary cards Secondary cards Selecting Matching Merging	Must be able to check the sequence of a set of cards accurately. Must be able to compare sequences among sets of cards.	

Supportive Instructional Materials:

SUBCLUSTER: OFFICE MACHINE OPERATORS

TASK: Operate a collator

Code: OBO - OM05

Student Name: _____

Student Progress	Behavioral Tasks/Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1) remove cards from the hoppers and stackers. 2) press the error reset key. 3) press the run-out key. 4) check the cards for the misfiled card. 5) manually file the checked cards. 6) restart machine.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: OFFICE MACHINE OPERATORS

Sheet 1 of 1

TASK: Operate a card sorter

Code: OBO- OM06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. name and describe the operation of the operating features of a given sorter. 2. describe the operations performed by a sorter: a. numerical sorting b. alphabetic sorting c. block sorting d. card selection. 3. perform the following procedures in operating the sorter: a. arrange the cards for processing according to given directions. b. turn on main line switch. c. make a complete run for a column or columns for a specific operation. d. remove cards from stackers in sequence. e. joggle the cards and place cards in tray for further processing.	• Teacher concentrates his effort with students having difficulty. • Students perform the job task by completing various teacher-prepared jobs on the card sorter. • Para-professionals provide sustained involvement with students having difficulty with this task. • Students review illustrated workbook information on operation of the card sorter.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3 NUMBERS B 1 APPLICATION C 5,8 PHYSICAL D 1a,b 2a	Card sorter ILP/DP gives jobs for the sorter	1 14	 24

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM06 TASK: Operate a card sorter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Main line switch Sort brush Alphabetic data Numeric data Pockets or stackers Commutator switch	Recognize and identify specific column(s) on data cards. Removal of cards in sequence from stackers or pockets. Setting of sorting or commutator switch (13 possible switch positions) Distinguish between alphabetic and numeric	

Supportive Instructional Materials:

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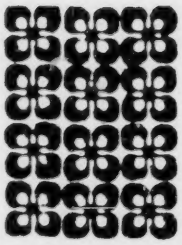

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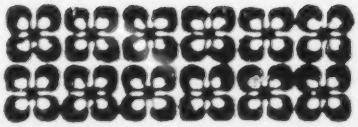

APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. vertical-horizontal
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist